

GPISD and CSCOPE  
partner together  
for increased student  
achievement.



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# GPISD Chooses CSCOPE

# GPISD with CSCOPE strengthened the instructional delivery system ensuring continuous improvement through the use of:

- Common assessments
- Classroom observation of instruction practice by principals and administrators

2011-2012 GPISD Assessment Calendar Revised 11/17/2011

## April 2012

| Sun | Mon   | Tue  | Wed  | Thu | Fri                             | Sat |
|-----|---|--|--|-----|---------------------------------|-----|
| 1   | 2   | 3  | 4  | 5   | 6<br><i>Good Friday Holiday</i> | 7   |
| 8   | 9<br><i>Spring Holiday/ Bad Weather Make-Up Day</i> | 10   | 11<br><i>TELPAS Testing window ends</i>                            | 12  | 13                              | 14  |
| 15  | 16  | 17   | 18<br><i>3 Week Assessments ELA (1-2), Math (1-2), Science (2)</i> | 19  | 20                              | 21  |
| 22  | 23<br><i>TAKS Math Grades 10-11</i>                 | 24<br><i>STAAR Testing Grades 3-4, 6-7 Reading/Math, Grades 5,8 Science and Social Stud-</i> | 25<br><i>TAKS Science and Social Studies Grades 10-11</i>          | 26  | 27                              | 28  |
| 29  | 30<br><i>CBE registration forms to campuses</i>     |  |  |     |                                 |     |

\*\*Dates are subject to change

This is the GPISD common assessment calendar, which is used for all instructional planning and serves as a planning tool for district staff.

Revised 11/17/2011

## January 2012

| Sun | Mon   | Tue | Wed  | Thu | Fri                          | Sat |
|-----|---|-----|--|-----|------------------------------|-----|
| 1   | 2   | 3   | 4  | 5   | 6                            | 7   |
| 8   | 9<br><i>STAAR Alt Assessment window opens</i>   | 10  | 11<br><i>Semester Exams ELA (1-12), Math (1-11), Science (1-11), Social Studies (6-11)</i> | 12  | 13<br><i>End of Semester</i> | 14  |
| 15  | 16<br><i>Martin Luther King Jr. Holiday</i>     | 17  | 18<br><i>4th &amp; 7th Grade Writing Benchmark</i>   | 19  | 20                           | 21  |
| 22  | 23<br><i>TPRI/Tejas Lee (K-2) and TMSFA (7)</i> | 24  | 25   | 26  | 27                           | 28  |
| 29  | 30  | 31  |  |     |                              |     |

\*\*Dates are subject to change

2011-2012 GPISD Assessment Calendar

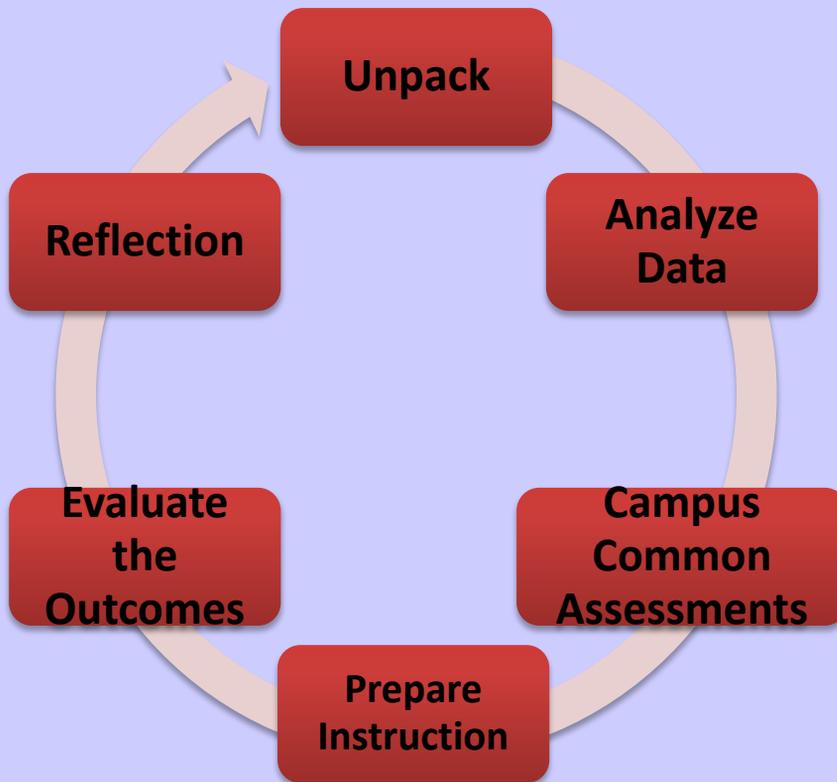
## October 2011

| Sun | Mon   | Tue | Wed   | Thu | Fri | Sat |
|-----|---|-----|---|-----|-----|-----|
| 1   | 2   | 3   | 4   | 5   | 6   | 7   |
| 8   | 9   | 10  | 11  | 12  | 13  | 14  |
| 15  | 16<br><i>Fall Break</i>                                     | 17  | 18<br><i>9 Week Assessments ELA (2-12), Math (2-11), Science (2-11), S. 5. (6-11)</i> | 19  | 20  | 21  |
| 22  | 23<br><i>High School CBE registration forms to campuses</i> | 24  | 25<br><i>TAKS Exit Level Retest</i>   | 26  | 27  | 28  |
| 29  | 30  | 31  |   |     |     |     |

\*\*Dates are subject to change



# Elements of the Standard Lesson Cycle



As a Principal prepares to observe classroom instruction...

# What do we look for when monitoring classrooms for quality, engaged instruction?

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## **Unpack**

- \*IFD
- \*VAD
- \*ITB
- \*TEKS
- \*Kilgo
- \*Performance Indicators

## **Analyze the Data**

- Heat Maps
- Historical Data

## **Campus Common Assessments**

- “Start with the end in mind”

## **Prepare Instruction**

- Treasure Hunt
- Frame the Lesson

## **Evaluate the Outcomes**

- Performance Indicators
- Products
- Assessments

## **Reflection**

- Adjustment to Instruction
- Action Plan (reteach, spiral, next year, eliminate . . . )

## INSTRUCTIONAL FOCUS DOCUMENT Grade 8/Science



UNIT: 03    TITLE: Periodic Table

SUGGESTED DURATION: 9 days

Exemplar Lesson 01: Arrangement of the Periodic Table



**State Resources:**

Texas Education Agency, Grade 8 Science Reference Materials, Periodic Table of the Elements (look under "Specific STAAR Resources," "Science")

[http://www.tea.state.tx.us/student\\_assessment/staar/](http://www.tea.state.tx.us/student_assessment/staar/)

Xtrem Science – Teacher Quality Grant 8<sup>th</sup> Grade

<http://www.tcet.ut.edu/teos/index.html>

**RATIONALE:**

This unit bundles student expectations that address the arrangement of the periodic table, including groups and periods, to explain how properties are used to classify elements.

Prior to this unit, in Grade 6, students studied the structure of atoms and physical properties of metals, nonmetals, and metalloids, but did not study the periodic table. During this unit, students use patterns in physical and chemical properties to organize information to help them understand placement of elements on the periodic table. Students examine information on the periodic table to recognize that elements are grouped into families. After this unit, students will study chemical formulas, equations, reactions, and the concept of conservation of mass.

**STAAR Note:** Arrangement of the periodic table to explain classification of elements will be assessed as a Readiness Standard under Reporting Category 1: Matter and Energy on the STAAR Grade 8 Science Assessment.

According to the American Association for the Advancement of Science (AAAS) in the *Benchmarks for Science Literacy (Project 2061)* [online version], "by the end of 8th grade, students should know there are groups of elements that have similar properties, including highly reactive metals, less-reactive metals, highly reactive nonmetals (such as chlorine, fluorine, and oxygen), and some almost completely nonreactive gases (such as helium and neon)."

American Association for the Advancement of Science. (2009). *Benchmarks on-line*. Retrieved October 19, 2009, from <http://www.project2061.org/publications/bel/online/bolintro.htm>



**MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:**

**MISCONCEPTIONS:**

- Students may think that the more mass an atom has, the larger it is (and will always be found at the end of the periodic table).
- Students may think that there is only one version of the periodic table, and it has not changed.

| PERFORMANCE INDICATORS  | CONCEPTS  | KEY UNDERSTANDINGS FOR LEARNERS  |
|---|---|--|
| Create an advertisement, written from the perspective of a period or group for a new element to add to the periodic table. Include a response from an element indicating what properties it possesses that allows it to fit in with the trends of the period or group. (8.2E; 8.5B, 8.5C) | Properties – Chemical<br>Properties – Physical<br>Patterns – Charts | The periodic table, arranged by atomic number, shows a tendency for properties to repeat in a periodic pattern and can be used to predict the properties of an element.<br><br>Elements are grouped into families on the periodic table. |

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# GPISD implements CSCOPE

# Improvement requires action

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At the end of the 2007-08 school year, all principals and teachers were trained in the use of CScope and a majority of teachers use the CScope format and lesson frameworks.

In the second year of GPISD CScope implementation, many steps were taken to strengthen and refine use of the new curriculum. Teacher representation on local and state curriculum planning committees streamlined and improved the curriculum in many different ways.

At GPISD campuses, evidence of the aligned curriculum can be seen through:

- Instructional focus documents
- Daily lesson plans
- Student products, performances and presentations in the four core subject areas
- Beginning stages in elective area courses

GPISD student work exemplifies higher order thinking and work at the application/synthesis/evaluation level.



Students who are actively engaged in learning are making gains academically in every area.

# Action leads to improvement

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- In the fall of 2007, Real Deal visits were implemented as the basis for performing quality checks of student engagement, setting high expectations for student instruction and establishing standards for effective schools. Real Deals are opportunities for Central Office administrators to provide immediate feedback and support to campus level administrators regarding research-based, effective school correlates. All campuses are visited. Written and verbal feedback is provided to every principal in the District. The quality of instruction, level of student engagement, and historical student performance for each campus determines varying levels of support, guidance, and resource allocation throughout the year. Follow-up meetings are held to provide continuing campus support and/or needed monitoring of student progress. (See walk-through form.)
- By February 2008, a plan for “quality check” of instructional units for engagement and appropriateness and localization of CSCOPE is in place.
- GPISD implemented a vertically and horizontally aligned curriculum to serve as the foundation for all K-12 instruction. The curriculum offers everything from Scope and Sequence documents to daily lessons to Year-at-a-Glance plans and more.
- The GPISD curriculum ensures that all parts of the TEKS are being taught; that “holes” and “gaps” in the curriculum are closed.
- Having this common curriculum sets the stage for true professional learning opportunities. Teachers share a common set of vocabulary, objectives, goals, materials, and strategies to help each other while assisting students in meeting and overcoming learning challenges.
- GPISD students who move from campus to campus within the District are given the opportunity to do so without falling behind or missing information. Most importantly, students being taught using the GPISD curriculum work at the higher end of Bloom’s Taxonomy; synthesizing information, and evaluating products which are evidences of their learning.

# GPISD introduces CSCOPE to the community

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- Automated messaging system calls in English and Spanish relating the benefits of CSCOPE and parent accessibility
- Parent access and help obtaining access at Parent Involvement Center
- Campus PTA presentations
- Website slide in English and Spanish
- Ed Center monitors with informational slides in English and Spanish
- Ed Center and campus marquee announcements
- Flyers to homes at all schools
- Facebook and Twitter announcements

# GPISD put into practice a vertically and horizontally aligned, concept-based curriculum to serve as the foundation for all core subject instruction.

CSCOPE is now in use in 16 Education Service Centers and 650 school districts across the State. It has proven to be one of the only curriculum management tools written, developed, and maintained by educators for educators.

## Data and Curriculum Correlation Tool

The following correlation tool is used by administrators in GPISD to provide continuous feedback and to plan for quality checks for instructional units and student achievement.

### WHO:

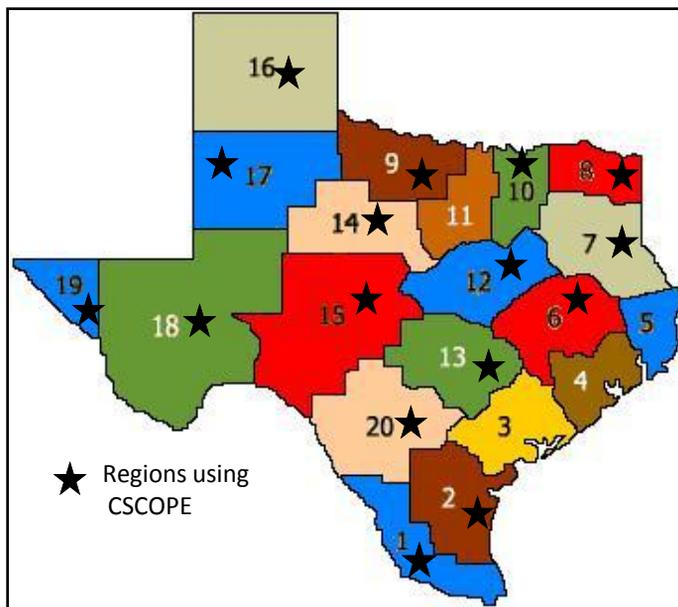
- For district administrators, principals, teachers, and strategists.

### WHAT:

- Excel spreadsheet, which displays each student expectation.
- Data is transferred from D2SC.
- Data is automatically color-coded by Kilgo levels.
  - X=0-49% (dark red)
  - XX=50-59% (medium red)
  - XXX=60-75% (pink)
- Data is correlated to when the SE is taught in CSCOPE lessons.

### WHY:

- D2SC data must be interpreted to be useful.
- We must correlate the data with our curriculum if data is to guide instruction.
- HOW USED:**
- Data is copied and pasted from D2SC.
- Shows when an SE will be taught, re-taught, and how many days will be spent on the student expectation.
- Filtering shows what is taught in a particular 6 weeks.
- See at a glance what SE's will not be taught before TAKS in CSCOPE YAG.
- Shows when to assess (when is the SE taught to mastery).



|     |       | 1st 6 Weeks Assessment  |        |           |           |           | 5th Grade |        |             |
|-----|-------|-------------------------|--------|-----------|-----------|-----------|-----------|--------|-------------|
|     |       | SCORE COLORS            |        |           |           |           |           |        |             |
|     |       | 0-49                    |        |           |           |           |           |        |             |
|     |       | 60-69                   |        |           |           |           |           |        |             |
|     |       | 60-75                   |        |           |           |           |           |        |             |
|     |       | NT = Not Tested in 2008 |        |           |           |           |           |        |             |
| OBJ | SE    | QUES.                   | CAMPUS | TEACHER 1 | TEACHER 2 | TEACHER 3 | TEACHER 4 | 1st SW |             |
| 1   | 5.01B | 13                      | 62     | 70        | 59        | 65        | 48        | 1.2    |             |
| 1   | 5.01B | 16                      | 65     | 70        | 72        | 59        | 49        | 1.1    |             |
| 1   | 5.03C | 6                       | 55     | 58        | 50        | 58        | 54        |        |             |
| 1   | 5.03C | 17                      | 56     | 54        | 50        | 54        | 62        |        |             |
| 1   | 5.01A | 5                       | 70     | 75        | 80        | 58        | 65        | 1.1    |             |
| 1   | 5.03C | 14                      | 65     | 58        | 56        | 58        | 81        | 2.3    | 3.1, 3.2    |
| 1   | 5.01A | 8                       | 75     | 65        | 81        | 65        | 81        | 1.1    |             |
| 1   | 5.03A | 10                      | 70     | 60        | 60        | 60        | 60        | 1.1    |             |
| 1   | 5.01A | 10                      | 70     | 60        | 60        | 60        | 60        | 1.1    |             |
| 1   | 5.03B | 10                      | 70     | 60        | 60        | 60        | 60        | 2.2    | [3.1] [3.2] |
| 1   | 5.01A | 10                      | 70     | 60        | 60        | 60        | 60        | 1.1    |             |
| 1   | 5.01A | 12                      | 73     | 65        | 62        | 65        | 90        | 1.1    |             |
| 1   | 5.01B | 2                       | 79     | 77        | 69        | 77        | 90        | 1.2    | [6.1]       |

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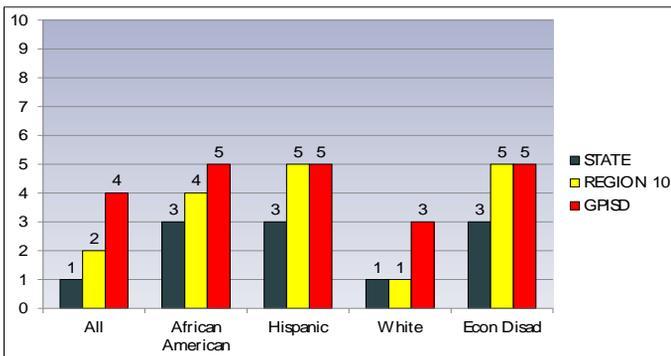
# GPISD sees measurable benefits using CSCOPE

# Grand Prairie ISD Improves Faster than the Region and State

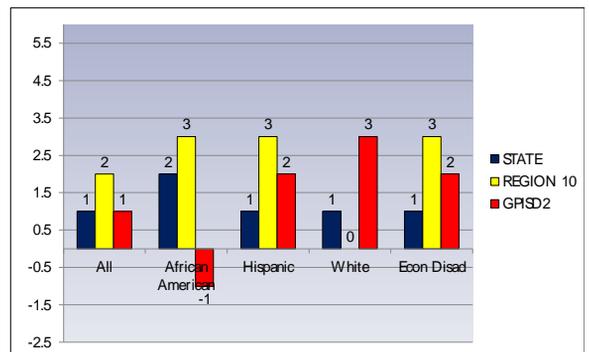
**At the end of the 2009-2010 school year, in keeping with the TEA's increased standards for Recognized status, GPISD will maintain the number of campuses receiving a Recognized or Exemplary rating.**

- GPISD students have made forward progress each year, and they have done so at a significantly faster pace than the region or the state.
- In 2007, GPISD district scores lagged behind the region and state averages as much as 15%—17% in Science and Math.
- GPISD has made steady gains to close this gap and become a TEA Recognized School District. Percentage points of growth, since 2007, for the district, region and state are reflected in the charts below.

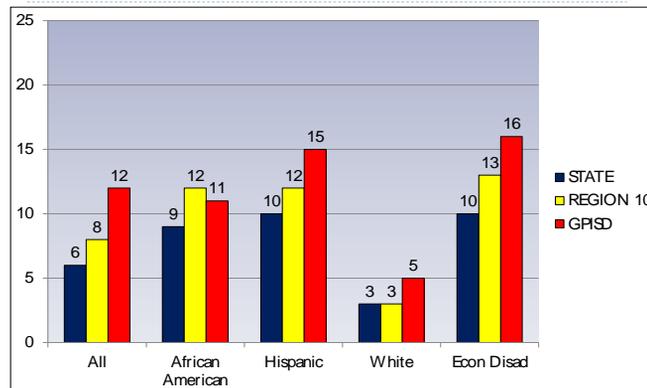
Added Value from 2007-2010 (Percentage points growth)  
State, Region X, GPISD – Reading/ELA



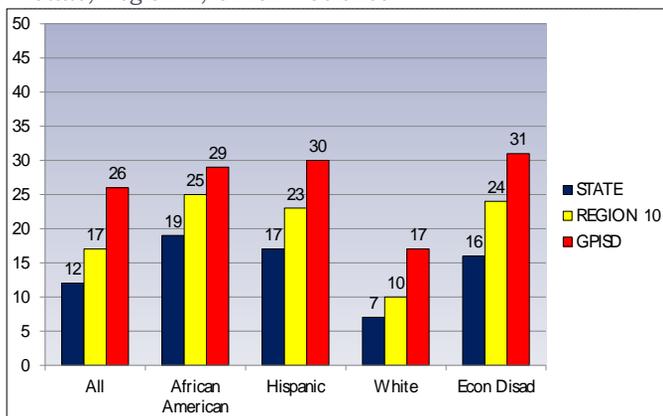
Added Value from 2007-2010 (Percentage points growth)  
State, Region X, GPISD– Writing



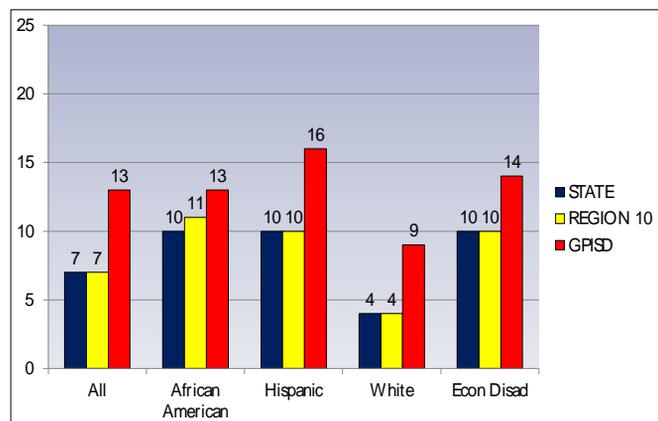
Added Value from 2007-2010 (Percentage points growth)  
State, Region X, GPISD– Social Studies



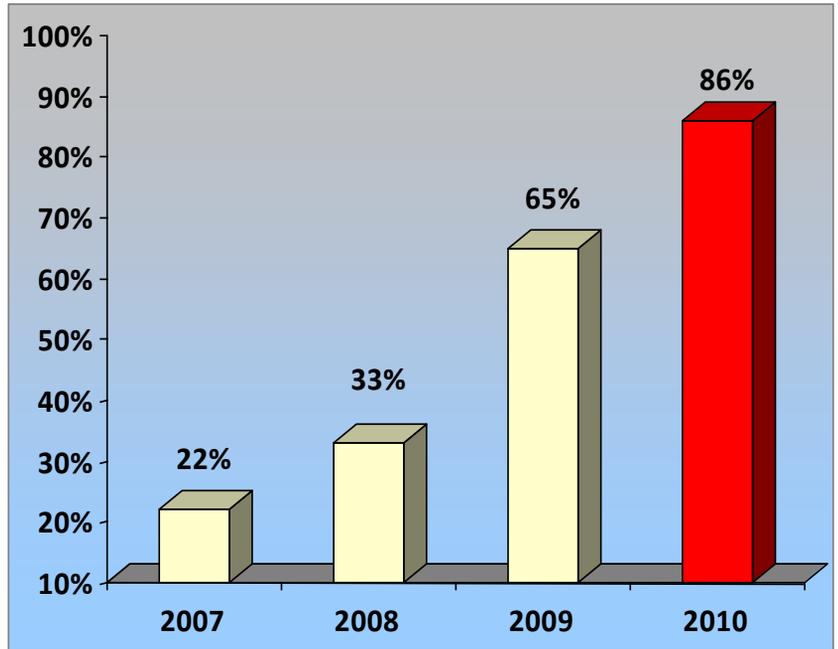
Added Value from 2007-2010 (Percentage points growth)  
State, Region X, GPISD– Science



Added Value from 2007-2010 (Percentage points growth)  
State, Region X, GPISD– Math



Grand Prairie ISD **quadrupled** the number of campuses rated as Recognized or Exemplary from 8 in 2007 to 32 in 2010.



### Campus Ratings

| Campuses   | 2007 | 2008 | 2009 | 2010 |
|------------|------|------|------|------|
| Exemplary  | 0    | 2    | 6    | 17   |
| Recognized | 8    | 10   | 18   | 15   |
| Acceptable | 22   | 23   | 10   | 5    |

## Gold Performance Acknowledgments

|                                    | 2007<br>(25%) | 2008<br>(25%) | 2009<br>(30%)* | 2010<br>(30%)* |
|------------------------------------|---------------|---------------|----------------|----------------|
| Recommended HS/DAP                 | 0             | 2             | 0              | 0              |
| Commended Reading                  | 6             | 9             | 6              | 11             |
| Commended Math                     | 5             | 17            | 15             | 12             |
| Commended Writing                  | 6             | 10            | 6              | 10             |
| Commended Science                  | 7             | 12            | 13             | 20             |
| Commended Social Studies           | 1             | 5             | 2              | 6              |
| Comparable Improvement Reading ELA | 6             | 5             | 9              | 10             |
| Comparable Improvement Math        | 6             | 7             | 4              | 10             |
| Attendance Rate                    | 2             | 1             | 2              | 2              |
| <b>Total</b>                       | <b>37</b>     | <b>68</b>     | <b>57</b>      | <b>82</b>      |



Powell Elementary School was recently honored in Austin as a TBEC Honor Roll campus. Only 4% of the schools in Texas receive this recognition, and we are proud to have our first campus (of many!) recognized.

## Grand Prairie schools are closing the achievement gap

03:38 PM CDT on Saturday, October 9, 2010

By LAURIE FOX / Special Contributor to The Dallas Morning News

**GRAND PRAIRIE** – The gumballs lost their bright hue, the colors slowly seeping into the small plastic tray filled with water. "What's happening to the water? What's going on with those molecules?" Grand Prairie science teacher Guadalupe Garcia asked her fifth-graders as she slowly circled their lab tables. "The gumballs are sprayed with dye, so when they're placed in water, you get what type of reaction?"

"Right, right a chemical reaction," she nodded. "OK, write what you see. Draw what you see." Garcia tells the students that while the experiment may seem simple, it makes them study the change slowly taking place. The academic performance of these students at the new Crockett Fifth Grade Center, like the performance of all GPISD students, will be examined much like those gumballs, looking for what factors spark change.

For the first time in 10 years, Grand Prairie ISD is a recognized school district, and officials say that achievement is no accident. "Improvement is intentional," said Crockett principal Suzy Meyer. "All the things we do get a positive academic payoff. We believe in student-centered instruction and student engagement. And we've not deviated from that path."

Last spring, before Crockett was converted to a fifth-grade-only campus, [Texas Assessment of Knowledge and Skills](#) passing rates in science increased for all students from 75 percent to 89 percent. The school also posted double-digit gains in science among economically disadvantaged and minority students.

District leaders say they are closing the achievement gap for minorities across the district. And the district has been making this steady improvement over the last several years even as the number of economically disadvantaged students grows.

"We embrace our demographics," said Donna Grant, the principal at South Grand Prairie High School. Her school was recognized this year without using any of the state's allowed boosts for lower TAKS performance in a particular subgroup, such as minorities or low-income students.

Scores for all of the student subgroups increased at South Grand Prairie High with double-digit gains in math. The school's economically disadvantaged students increased their TAKS math scores from 71 percent passing in 2009 to 86 percent passing in 2010.

To achieve its recognized rating, the district did use one allowed TEA exception, one that shows "required improvement," for a portion of the overall student population that failed to meet the passing standard for a particular test. Black and poor students did not meet the 80 percent passing rate in math. Blacks, Hispanics and poor students just missed the required passing percentage in science.

But Grand Prairie ISD was recognized because the district's passing rates improved so significantly over the previous year. "The district's gains are a tribute to leadership and a credit to a systematic, intentional, deliberate, well-defined approach to instruction," Grant said.

South Grand Prairie teacher Latonya Davis Johnson said teaching geometry to children whose second language is English means using visual and tactile lessons. She stuck strips of masking tape in angles across tables in her classroom and used small foam blocks to mark points on the angle. Then her students worked in pairs, moving the blocks to illustrate each kind of angle.

"These are what? Equal, right," she said. "You make sure you understand what they are." As the students filter out after the bell rings, she pulls the tape up from the tables. "This lesson, it makes it authentic. It makes it theirs," she said. "I need them to be engaged."

These kinds of lessons are what Superintendent Susan Simpson Hull calls "project based learning." And she says it's that approach that has led to the district's "tremendous gains" in math and science.

When Hull was hired in 2007, she said school board trustees wanted a leader with an academic improvement plan.

She said she studied the 26,000-student district and its 39 campuses and noticed that "there were a lot of good things going on but they weren't going well enough. We weren't offering enough rigor," she said. "We had to ask ourselves, 'Why did we have academically unacceptable campuses and a high drop-out rate?'"

Hull said district leaders had to make a conscious choice to do certain things well. Inspiration also struck when she read about how famed coach [Vince Lombardi](#) based his coaching on a small number of plays. Today, the district uses "5 Plays," aligning the curriculum across grades, managing with data and building relationships with students. Educators use the 5E model: engage, explore, explain, elaborate and evaluate.

Hull said the district is focused on continued math and science improvement, keeping kids in school and increasing TAKS commended scores, a higher standard than the passing rate. "It's been fun to watch what our kids can do," she said.

**Grand Prairie High School and South Grand Prairie High School post gains  
in the number of students taking the ACT and/or SAT;  
these numbers represent an increase in the minority population that is tested.**

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GPISD continues to implement a rigorous SAT Prep program which provides students an opportunity to participate in an intensive 8-session tutorial course designed to target instruction in Critical Reading, Math, and Writing. Students gain a deeper understanding of content, as well as a tool kit of vital test-taking techniques and strategies.

GPISD offers a variety of SAT Prep courses. The numbers of students participating continue to grow, and participants continue to outscore their GPISD senior peers in all areas. In 2009, participants scored an average of 20 points higher in Math, 20 points higher in Writing, and 4 points higher in Critical Reading than GPISD's average senior scores in these areas (a total average score 44 points higher than the 2009 senior average). SAT Prep participants also outscored the state SAT average scores in Math and Writing.

SAT Prep courses continue to fill to capacity. Costs for students are kept to a minimal \$25 fee. The average cost of the SAT Prep course is \$450 to \$600 in most districts.

Evidence of student success on college entrance exams is celebrated this year as GPISD announced National Merit Semi-finalist and other College Board recognition for our students.

## **Grand Prairie High School**

### **National Merit Semi-finalist**

Brianna Lynn

### **National Hispanic Achievement Award**

Cervando Cardenas



## **South Grand Prairie High School**

### **National Merit Semi-finalist**

Brian Strasters

### **National Merit Commended**

Alyssa Dickerson

Zachary Flores

Meredith Rosenthal

Gregory Strasters



## Teacher reactions to CSCOPE

Dr. Hull has been asked to testify in Austin tomorrow for the Senate Education Committee on the topic of C-Scope. We know that the majority of the school districts in Texas use this as a curriculum delivery vehicle. If you have input or testimonials about CSCOPE we should consider for inclusion in her presentation, please email me your response to the following questions:

1. CSCOPE has helped me as a teacher by:
2. To improve C-Scope I recommend:
3. How does C-Scope allow teachers to collaborate across campus and district to improve lesson quality:

Thank you for helping Dr. Hull be a powerful voice for educators in GPISD.



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Ms. Wilson,

I don't want to cause a problem or attract negative attention, but what if you don't believe C-Scope has helped and is NOT effective at enabling intra-campus/inter-district collaboration? Would it be terribly inappropriate of me to recommend recruitment of better teachers (better pay and benefits would help that) so that teaching can be decentralized and returned to the teacher? Thanks for requesting the feedback. I hope you're not disappointed.

Jack Reynolds

Math

4+ years combined teaching experience

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1. Cscope has helped me as a teacher by organizing the SEs into the YAG, which is an easy reference tool. I can address the YAG as I write my calendars and plan the nine weeks as a whole. The IFD is another document, albeit a bit verbose, I use to organize my nine weeks instructional units.

2. To improve Cscope I recommend removing all of the fluff assignments and get down to the nitty gritty. Students will rarely be asked to write an original short story, however, they will be asked constantly to analyze nonfiction and write exposition during their coursework. As teachers, our classtime is limited to some extent, and we need to use our precious time effectively. Some of what Cscope offers is nonessential. Cscope is entirely too verbose and many times, the language is so obscure it is difficult to understand what the student is being asked to accomplish. More concise language would be nice.

3. Cscope allows teachers to collaborate across campuses and districts to improve lesson quality by giving us a common language.

My name is Traci. I teach English II PreAP and English II. I have been employed by GPISD for eleven years.

Thank you for the opportunity to provide feedback.

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Traci Ziebarth

9 years

C-Scope subjects taught: Algebra 1, Algebra 2, PreCalculus

1. C-Scope has helped me as a teacher by including the common misconceptions for students. Sometimes coming from a Mathematics degree background, I forget the mistakes that are made along the way. This extremely helpful part of C-Scope leads me in the right direction as to what to look for in my student's work. C-Scope also has helped me look at problems in a new light. Starting out with an application problem is a strength of C-Scope and this also helps our students see the big picture. Instead of beginning with a skills practice or even new skills, C-Scope begins with a real-world 'catch' that hooks our students into the concept.

2. To improve C-Scope I would recommend not wasting so much paper with the blank space. At our campus we have to edit the documents to save on paper and more than likely, there are large blanks that are superfluous.

3. C-Scope has been great across the PreCalculus team in our district because we can refer to certain problems by name and we all know what problem it is and what issues are students had with it. It gives us a common language and integrates great lessons into our classrooms.

Traci Ziebarth

AP Statistics and PreCalculus

Senior Advisor Class of 2013

John A. Dubiski Career High School

Good morning! This is my feedback regarding C-Scope.

My name is Jacquelyn and this is my first year teaching. I teach all subjects, however I plan for English Language Arts for my kindergarten team.

1. C-Scope has helped me as a teacher by: informing me the order in which concepts should be taught, by showing me how the concepts should be taught, and by telling me what should be assessed in my grade level.

2. To improve C-Scope I recommend: nothing. I am completely satisfied.

3. How does C-Scope allow teachers to collaborate across campus and district to improve lesson quality: Teachers who have been teaching for several years have great ideas on modifying lessons to make them more engaging!

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CSCOPE has helped me as a teacher by providing a solid foundation from which to begin planning all my lessons. It allows me to plan quality lessons weeks in advance and work with my teammates during planning sessions and focus on delivery and improvement instead of having to start from scratch. Our scores as a team at my campus have greatly improved and we as teachers feel like we have improved because we can focus more on delivering interesting hands on lessons and less on trying to create engaging games or ideals.

We feel it helps us collaborate with teachers across the district to see score improvement. It puts all teachers at the same base point from which to communicate about the presentation of TEKS. When we meet together as a whole group, we can focus on how to present the concepts required in the CSOPE lesson and not how are we going to cover this TEK. It also helps us to discuss materials needed and what ways teachers at other campus' are expanding on these ideals to challenge students even further. Also it helps schools with large numbers or new teachers, because it gives them a starting pint and all needed materials and handouts from which to begin their lesson planning.

Thanks,

April Gholston  
4th grade math/science teacher Lee Elementary

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C-Scope has helped me as a teacher by breaking down exactly what every TEK means and what my students will have to do to show mastery. The Instructional Focus Documents and Vertical Alignment Documents keep me focused on what the expectations for my grade level are, which saves me valuable instructional time.

Rachel  
9 years teaching  
First grade, all content areas



*educate. innovate. graduate.*



1. C-Scope has helped me as a teacher, and now as an administrator, to analyze the student expectations and understand the depth and complexity in which they must be taught in order to have student success. Through the analysis of performance indicators, teachers and administrators are able to identify the skills, concepts and academic vocabulary necessary to maximize achievement in the classroom. C-Scope allows teachers to have an effective and efficient tool to effectively calendar student expectations and monitor their academic growth through the periodic performance indicator check dates. C-Scope is the tool and map that I rely on to ensure that the curriculum and instruction is in direct alignment with the state assessments that our students are held accountable to.

2. To improve C-Scope I would recommend that teachers know the value and importance of reviewing the exemplar lessons provided by C-Scope. Teachers must know that they are examples that are in alignment with the student expectations that are included in the instructional focus document. Teachers should be encouraged to use these lessons as a springboard, but also know that these lessons are not the only way to deliver content in the classroom. Some teachers have also expressed the concern of having more exemplar lessons as a tool to build additional lessons.

3. C-Scope allows teachers to collaborate across the campus and district to improve lesson quality by opening the doors to effective dialogue and professional conversations. Teachers from across the district use the instructional focus documents in their curriculum overviews to collaborate on unpacking the performance indicators, analyze the student expectations and review the calendar of student expectations to share effective models of delivering lessons that teach to the depth and complexity necessary for students to master the student expectation. C-Scope allows for a common knowledge and expectation for teachers to begin to build effective instruction across our district.

Name: Beth Kennedy. Previous English III teacher/English III Team Lead at South Grand Prairie High School. Currently Assistant Principal at SGP 9

Number of years in district: 7 years

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1. C-Scope has helped me as a teacher by: providing lessons, materials, vocabulary, TEKS, and possible misconceptions so that I can help prevent or fix those. I start with C-Scope and then incorporate other resources as needed.

2. To improve C-Scope I recommend: rewriting the questions so that they match the rigor of STAAR. Only the PIs are that rigorous. The PIs need masters so that we don't have to make our own. We need more STAAR-like questions built in to C-Scope. We also need modified student copies, as well as enrichment activities for our best students. RTI resources built in to C-Scope would be nice as well.

3. How does C-Scope allow teachers to collaborate across campus and district to improve lesson quality: I plan math for my grade level and I refer to the EITGs constantly in my lesson frames. It makes planning for other teachers so much simpler than if we weren't using a common curriculum.



1. C-Scope has helped me as a teacher by: Staying on track to the desired outcome ( SE's)
2. To improve C-Scope I recommend: Aligning it with what is going on in the world such as holidays and seasons. A lot of the lessons are taught at the wrong time and do not match the children's background knowledge and schema of what is going on in the world at this moment. Soil should not be taught in December when he cannot go outside and explore the soil. Earth and recycling should be taught close to Earth Day not in September. Plants should be taught in the spring not in the fall. There are many other examples of CSCOPE not aligning with the outside world, but these are the ones that quickly come to my mind. Young children learn through doing and seeing and if what we teach at school is reinforced by what is going on around them in the outside world it would help. Also, a lot of times the PI's are not covered in the lessons and the students have a hard time being successful unless the teacher supplements CSCOPE anyway, which I feel defeats the purpose of having it.

3. How does C-Scope allow teachers to collaborate across campus and district to improve lesson quality: It would if we were given more time to collaborate with other campuses.

Kristen Watson

11 years

8th grade math, Algebra 1, Math Models, Currently High School Math Strategist

{I have only used C-Scope for Algebra 1, Math Models and now in my current position}

I hope this helps-

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1. When I taught Algebra 1, C-Scope's lessons and instructional documents helped me to understand how TEKS/student expectations influence one another and should be taught in conjunction rather than in isolation. This was much different than using a text book as I had done in the past. The book was still there for my reference, but the actual lessons all put together and directions on exactly how to deliver them was such a help!

As a strategist for the district, I use the MOST VALUABLE documents {the IFD, EITG, YAG, VAD, Unit Tests, Performance Indicators} to guide unit studies, write Algebra 1 and Algebra 2 tests and to write lessons with teachers (current lessons for math are written for TAKS). I do not think I could survive without the IFD!

2. To improve C-Scope I recommend:

Better search – I struggle with searching for items. It brings several pages of items that are not always applicable to what I'm looking for.

New lessons for math that will support STAAR/EOC/and New Math Standards for next year.

3. I believe that the instructional documents (IFD and EITG) keep our teachers on the same page across the district and at the same level of expected rigor that students need to be successful.



1. I am a second year teacher and C-Scope has helped me by organizing my lesson plans into a comprehensive schedule. C-Scope has some really great ideas on encouraging the learning and keeping the students engaged and interested.

2. I think that some improvements would be to include more websites for students to visit to play learning games based on those concepts. I would also like to see C-Scope expand some of their lessons on specific days. They like to schedule lessons by day and sometimes the lesson they have stated only takes up about 15 min. of the class period. I would also recommend they have resources for quizzes and homework. More example problems would be helpful so that we don't have to recreate the wheel all the time.

3. C-Scope helps us collaborate by all of us using the same basic foundation for our lessons. When I plan with other off campus then I know that they are on the same page because they are using the same resource as I am

Tracy Conoley  
5th Grade ESL Teacher  
LBJ Elementary  
Tracy.Conoley@gpisd.org

"The more that you read, the more things you will know.  
The more that you learn, the more places you'll go."  
- Dr. Suess

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1. I know that C-Scope helps me when I am teaching something new to me. This year I moved to 5th Grade and there a few new SEs that I had not taught before. It also helps in spelling out an misconceptions students might have.

2. The main thing that I would like to see improved is the amount of practice given for each unit, and more time for students to actually grasp a concept. I feel like we rush through everything and when students don't get it we just have to keep going and pray for a miracle.

3. I feel like it has helped in making sure that Math and Science concepts are being taught the same way from Kinder on up to 5th.

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1. There are a ton of great lessons and it is laid out with the vocabulary, misconceptions, lessons, resources for the lessons and unit tests. The 3rd grade math resources (I plan math) are very self explanatory and well laid out. They help me lead my students to understanding the concepts. The resources build well upon each other also.

2. Navigating from page to page becomes redundant. It could be more user friendly. It is constantly changing-so about that time I feel like I have a grasp of how to navigate or plan using it, it changes.

I also don't know why we teach certain concepts before others...(i.e.—we teach symmetry and congruency before we teach 2-D shapes).

I wish the contents integrated more so we could better use our time.

The math performance indicators are not always in hard copy to give our students, so I have had to create them on my own in the past.

3. We all know what the base is and what we "should" be doing. After a teacher is comfortable teaching the content on CScope for a few years—it really lends itself into enriching the lessons on there. I can communicate with other third grade math teachers and we can mention a specific lesson and all of us know it and can talk about how we extend or enrich the lesson.

Hope this helps. J



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Hope this helps. Leslie Desmarais, 9 years, all-self contained 3rd grade classroom,  
Barbara Bush Elementary



1. C-Scope has helped me as a teacher by: As a teacher, C-Scope has helped me to look for more outside resources to fill in the numerous gaps that I find per unit to teach the state mandated TEKS.
2. To improve C-Scope I recommend: The IFD and the Exemplar Lessons are not cohesive. There are things that are missing from both, either the concepts do not cover everything that is in the specificity and/or it is just altogether wrong. In addition, the curriculum is worksheet driven. It does not allow for any creativity. Also, the Performance Indicators do not align up with what needs to be taught.
3. How does C-Scope allow teachers to collaborate across campus and district to improve lesson quality: C-Scope does not allow teachers to collaborate across campus and district to improve lesson quality. When meeting with other teachers in the district, we spend most of the time, unpacking the PI, which should already be done for you. Especially, if this is a curriculum that is used across the state. Maybe, if you take a look at that scores across the state and compare the data between those who used the curriculum and those who didn't to get a better idea of how this curriculum is actual useful. By looking at the data, if there is a trend that shows that most of the districts who purchased and consistently used C-Scope did not score well, then other resources outside of C-Scope need to be purchased that would allow for more collaboration between teachers on campus and across the district. Most of the time I find myself looking for other resources that provide more rigor for my students.

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My name is Jennifer Melton, and I teach math and science. This is my 9th year of teaching.

1. C-Scope has helped me as a teacher by: C-Scope is an excellent resource for the scope and sequence of lessons. The new science lessons are fun and engaging and relevant to the TEKS. The math lessons provide a good basis for introducing new math skills.
2. To improve C-Scope I recommend: C-Scope needs to increase the rigor in math! I spent hours each week coming up with word problems that are multi-step, involving more than one operation, or have extraneous information. Students are expected to be able to break apart the problems and really understand what is important to solve the problem. In addition, C-Scope needs more practice. Most students do not master a concept after just 3 or 4 problems. They need practice. I spent so many extra hours each week just finding other resources to use with the students. I use these other resources for extra practice in class or as homework. They're not just worksheets either. Sometimes I find or create a card sort or other activity for practice.
3. How does C-Scope allow teachers to collaborate across campus and district to improve lesson quality: I like being able to view other grade levels' lessons on C-Scope so I can address students' needs on different levels.

Thanks so much for taking the time to listen to our thoughts!

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1. It has help to get me organized.
2. N/A
3. In our grade level we talk about what we are going to do and if we need to improve the lesson we talk about improving.

(From: Tommy R. Lopez)



1. C-Scope has helped me as a teacher by:

As a Special Education teacher (SEA - self-contained) C-Scope is an integral part of my planning. I have to teach ALL subjects for 6,7 and 8th grade. This means I have to be proficient at these subjects. I use the lesson frames from the respective grades and subjects as a blueprint for teaching. I then go into C-Scope and read the corresponding unit and review the recommended activities and assessments. Since C-Scope is already vertically aligned I can easily modified the lesson and activities to reflect my student's needs per their IEP. Having to preparing for up to 12 different lessons( 4 core subjects X 3 grade levels) is more manageable with C-Scope.

2. To improve C-Scope I recommend:

C-Scope needs to address struggling learners. Currently there are suggestions for Advanced Preparation classes but nothing for students with Learning Disabilities. The Spiral Review sections help somewhat, but it would be nice to have modified lessons and assessments.

3. How does C-Scope allow teachers to collaborate across campus and district to improve lesson quality:

My campus, Fannin Middle School has a very impressive team of teachers. They use their PLC time wisely and follow the Year At a Glance calendar to plan their teaching schedule. Many lessons are based of the suggested lessons found in C-Scope. During PLC enhancements are made to improve the suggested lessons.

Rosette Ngure Osamba  
Fannin Middle School  
SEA Teacher / Case Manager  
Special Education Department Chair

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C-Scope is a valuable tool for brand new teachers or those with little experience. For a teacher with no experience, C-Scope lays everything out; sometimes even supplies a script. C-Scope should be utilized as an ASSET and NOT as the only source a teacher has. A teacher needs to see what Cscope suggests or recommends and then determine if that particular lesson will work with his/her students. It may be something that will work in one class, but not another. In collaboration, we discuss things that worked in the Cscope lesson, suggestions to modify the lesson to improve it or sometimes we suggest a completely different, but still excellent lesson that covers the same material in a better way.

Molly  
22 years in Grand Prairie  
Chemistry

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1. Giving me several ideas to get started teaching a unit. Also giving several resources to get started with. Love the unit IFD's and examinations that are provided as a starting point for state assessments and level of rigor.

2. Updating or changing some exemplar lesson plans to use resources that are more readily available (I teach chemistry BTW). Some units have no material and the IFD's offer no history or misconceptions. It would be nice to hear what other veteran teachers have to say about the particular unit or lesson.

3. Vertical alignment! Also, see my comment above about possibly collaborating to improve some of the exemplar lessons. Maybe also "PBLize" some older lessons in the CSCAPE website